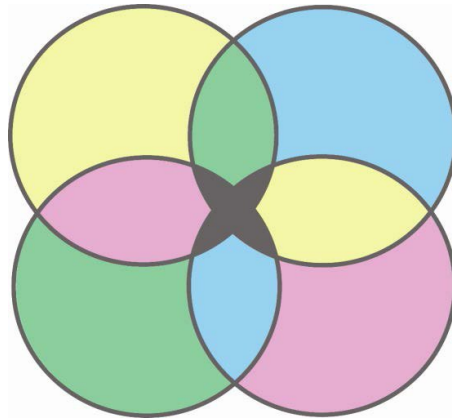


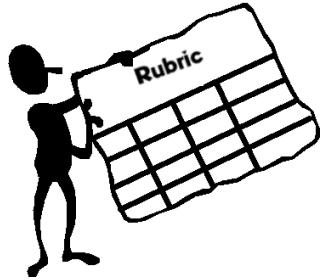
Domain 1: Planning and Preparation

1f: Designing Student Assessments



The Framework for Teaching
Charlotte Danielson

Objectives



1 f: Designing Student Assessments

- ▶ Understand the elements of 1 f
- ▶ Distinguish the difference in Levels of Performance
- ▶ Review examples of 1 f behavior
- ▶ Identify my level of performance on 1 f
- ▶ Incorporate strategies to improve my level of performance in 1 f

Why Is “Designing Student Assessments” an Important Component of Effective Teaching?

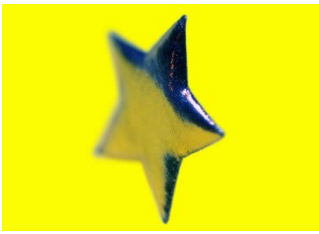
- ▶ Good teaching requires both assessment *of* learning and assessment *for* learning.
- ▶ Assessments *of* learning ensure that teachers know that students have learned the intended outcomes.
- ▶ These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes.

Why Is “Designing Student Assessments” an Important Component of Effective Teaching?

- ▶ Methods needed to assess reasoning skills are different from those for factual knowledge.
- ▶ Such assessments may need to be adapted to the particular needs of individual students.
- ▶ Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding.

Why Is “Designing Student Assessments” an Important Component of Effective Teaching?

- ▶ Such assessments, although used during instruction, must be designed as part of the planning process.
- ▶ These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.



The Elements

- 1. Congruence with instructional outcomes**
 - ▶ Assessments must match learning expectations.
- 2. Criteria and standards**
 - ▶ Expectations must be clearly defined.
- 3. Design of formative assessments**
 - ▶ Assessments for learning must be planned as part of the instructional process.
- 4. Use for planning**
 - ▶ Results of assessment guide future planning.

Performance Grounded in Evidence

- ▶ Lesson plans indicating correspondence between assessments and instructional outcomes
- ▶ Assessment types suitable to the style of outcome
- ▶ Variety of performance opportunities for students



Performance Grounded in Evidence

- ▶ Modified assessments available for individual students as needed
- ▶ Expectations clearly written with descriptors for each level of performance
- ▶ Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction



Relevant because...

- ▶ Mr. G states that the school gives a standardized test every May, and he will use those results to see if his students learned what he is teaching now.

Relevant—not good practice for assessment

- ▶ Ms. T says that she will evaluate student learning by looking over homework.

Relevant—not good practice for knowing students' work

Relevant because...

- ▶ The teacher's plan indicates that she expects students to read three chapter books by the end of the unit.

Not Relevant—Outcome for 1c: no assessment attached

- ▶ During the reflection conference, the sample work reveals that five students had a misconception about the meaning of several vocabulary words for the unit.

Relevant

- ▶ The lesson plan indicates that students must do a research paper on a famous artist.

Not Relevant—Outcome for 1c; no assessment attached

Performance Levels

- ▶ You will read four classroom observation descriptions.
- ▶ After each of the four descriptions, indicate whether each is a Level 1, 2, 3, or 4.
- ▶ Compare with your table and discuss specific reasons why you rated it as you did.



What Is the Level?

A. Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.



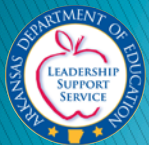
What Is the Level?

B. All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.



What Is the Level?

C. All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.



What Is the Level?

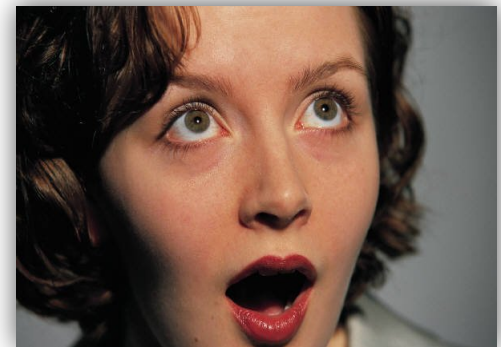
D. Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.



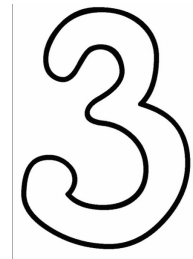
Level of Performance Answers

- ▶ A. Level 2 (Basic)
- ▶ B. Level 3 (Proficient)
- ▶ C. Level 4 (Distinguished)
- ▶ D. Level 1 (Unsatisfactory)

Any surprises?



Level 3 Proficient Critical Attributes



- ▶ All the learning outcomes have a method for assessment.
- ▶ Assessment types match learning expectations.
- ▶ Plans indicate modified assessments when they are necessary for some students.
- ▶ Assessment criteria are clearly written.
- ▶ Plans include formative assessments to use during instruction.
- ▶ Lesson plans indicate possible adjustments based on formative assessment data.

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Level 2 Basic Critical Attributes

- ▶ Only some of the instructional outcomes are addressed in the planned assessments.
- ▶ Assessment criteria are vague.
- ▶ Plans refer to the use of formative assessments, but they are not fully developed.
- ▶ Assessment results are used to design lesson plans for the whole class, not individual students.

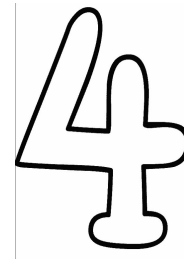
Level 1 Unsatisfactory Critical Attributes

- ▶ Assessments do not match instructional outcomes.
- ▶ Assessments lack criteria.
- ▶ No formative assessments have been designed.
- ▶ Assessment results do not affect future plans.

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Level 4 Distinguished Critical Attributes



In addition to the characteristics of level 3,

- ▶ Assessments provide opportunities for student choice.
- ▶ Students participate in designing assessments for their own work.
- ▶ Teacher-designed assessments are authentic, with real-world application as appropriate.
- ▶ Students develop rubrics according to teacher-specified learning objectives.
- ▶ Students are actively involved in collecting information from formative assessments and provide input.

Level 4: Distinguished

Evidence Examples Check

- ▶ To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.
- ▶ The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.
- ▶ After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.
- ▶ The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.

Level 3: Proficient

Evidence Examples Check

- ▶ The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.
- ▶ The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.
- ▶ The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.
- ▶ Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.

Level 2: Basic

Evidence Examples Check

- ▶ The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.
- ▶ The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.
- ▶ A student asks, "If half the class passed the test, why are we all reviewing the material again?"

Level 1: Unsatisfactory

Evidence Examples Check

- ▶ The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.
- ▶ The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"
- ▶ The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."

Lesson and Unit Plans

As you develop lesson plans and unit plans, consider the following aspects:

- ▶ Have you planned both formative and summative assessments in the lessons and the unit overall?
- ▶ Are the assessments directly aligned to the intended learning outcomes?
- ▶ Have you provided opportunities for students to design and use assessments to measure their own learning?
- ▶ Are the lessons informed by previous assessment data?



Student Work

- ▶ What does the student work reveal about the success of the lesson?
- ▶ How do you plan to use the student work to inform the next lesson?



Pre-Conference



- ▶ What are your intended learning outcomes for this lesson?
- ▶ How will you know whether or not students have learned what you intended?
- ▶ How will you gauge students' learning throughout the lesson?
- ▶ What assessment data have you used in designing the lesson you are about to teach?

Post-Conference



- ▶ From your perspective, do you think the lesson was a success? Why or why not?
- ▶ Did the students learn what you intended? How do you know?
- ▶ What does the sample student work indicate about students' learning and engagement?
- ▶ Based on this information, what will you do next?
- ▶ If you had to do this lesson over again, what would you change?

Discussion

- ▶ After reviewing the Performance Levels for **Domain 1f: Designing Student Assessments**, explain some methods for assessment of learning?
- ▶ Assessment for Learning?
- ▶ Different formats for assessment?

